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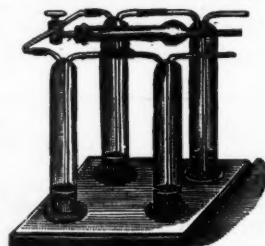
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For the Week Ending April 20

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The Situation as Regards the Course of Study.*

By PROFESSOR JOHN DEWEY, University of Chicago.

Horace Mann and the disciples of Pestalozzi did their peculiar missionary work so completely as intellectually to crowd the conservative to the wall. For half a century after their time the ethical emotion, the bulk of exhortation, the current formulæ and catch words, the distinctive principles of theory having been found on the side of progress, of what is known as reform. The supremacy of self-activity, the symmetrical development of all the powers, the priority of character to information, the necessity of putting the real before the symbol, the concrete before the abstract, the necessity of following the order of nature and not the order of human convention; all these ideas, at the outset so revolutionary have filtered into the pedagogic consciousness and become the commonplace of pedagogic writing and of the gathering where teachers meet for inspiration and admonition.

It is not, however, sufficiently obvious that while the field of theory and enthusiasm and preaching was taken possession of by the reformer, the conservative, so far as the course of study is concerned, was holding his own pretty obstinately in the region of practice. He could afford to neglect all these sayings, nay, he could afford to take a part in a glib reiteration of the chibboleths because as matter of fact his own work remained so largely untouched. He retained actual control of school conditions; it was he who brought about the final and actual contact between the theories and the child. And by the time the ideals and theories had been translated over into their working equivalents in the curriculum, the difference between them and what he as a conservative really wished and practiced, became often the simple difference between tweedle dum and tweedle dee. So the "great big battle" was fought with mutual satisfaction, each side having an almost complete victory in its own field. Where the reformer made his headway was not in the region of studies, but rather in that of methods and atmosphere of school work.

In the last twenty or twenty-five years, however, more serious attempts have been made to carry the theory into effective execution in the school-room, regarding subject-matter as well as method. The unconscious insincerity in continually turning the theory over and over in terms of itself, the unconscious self-deceit in using it simply to cast an idealized and emotional halo over a mechanical school routine with which it was fundamentally at odds, became somewhat painfully apparent; consequently the effort to change the concrete school materials and school subject-matter so as to give the professed ends and aims a prestige within the school walls in relation to the children.

Drawing, music, nature study with the field excursion and the school garden, manual training, the continuation of the constructive exercises of the kindergarten, the story and the tale, the biography, the dramatic episode and anniversary of heroic history found their way into the school-rooms. We, they proclaim, are the working counterparts of the commands to follow nature; to secure the complete development of the child; to present the real before the symbolic, etc. Interest was

transferred from the region of pedagogic principles and ideals as such, to the child as affected by these principles and ideals. The formulæ of pedagogics were reduced in importance and the present experience of the child was magnified. The gospel of the emancipation of the child succeeded the gospel of the emancipation of the educational theorist. This gospel was published abroad and verily its day seemed at hand. It was apparently only a question of pushing a few more old fogies out of the way, and waiting for others to pass out of existence in the natural course of events, and the long wished for educational reformation would be accomplished.

Needless to say the affair was not quite so simple. The conservative was still there. He was there not only as a teacher in the school-room, but he was there in the board of education; he was there, because he was still in the heart and mind of the parent; because he still possessed and controlled the intellectual and moral standards and expectations of the community. We began to learn that an educational reform is but one phase of a general social modification.

Moreover certain evils began to show themselves. Studies were multiplied almost indefinitely, often overtaxing the physical and mental strength of both teacher and child, leading to a congestion of the curriculum, to a distraction and dissipation of aim and effort on the part of instructor and pupil. Too often an excess of emotional excitement and strain abruptly replaced the former apathy and dull routine of the school. There were complaints in every community of loss of efficiency in the older studies, and of a letting down of the seriousness of mental training. It is not necessary to consider how well founded these objections have been. The fact that they are so commonly made, the fact that these newer studies are often regarded simply as fads and frills, is sufficient evidence of the main point; viz., of the external and mechanical position occupied by these studies in the curriculum. Numbers of cities thruout the country point the moral. When the winds blew and the rains fell—in the shape of a financial stringency in the community and the business conduct of the school—the new educational edifice too often fell. It may not have been built entirely upon the sand, but at all events it was not founded upon a rock. The taxpayer spoke, and somehow the studies which represented the symmetrical development of the child and the necessity of giving him the concrete before the abstract went into eclipse.

It is, of course, agreeable for those who believe in progress, in reform, in new ideals, to attribute these reactions to a hard and stiff-necked generation who willfully refuse to recognize the highest goods when they see them. It is agreeable to regard such as barbarians who are interested simply in turning back the wheels of progress. The simple fact, however, is that education is the one thing in which the American people believe without reserve, and to which they are without reserve committed. Indeed I sometimes think that the necessity of education is the only settled article in the shifting and confused social and moral creed of America. If then the American public fails in critical cases to stand

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by the educational newcomers, it is because these latter have not yet become organic parts of the educational whole—otherwise they could not be cut out. They are not really in the unity of educational movement—otherwise they could not be arrested. They are still insertions and additions.

Consider the wave by which a new study is introduced into the curriculum. Some one feels that the school system of his (or quite frequently nowadays her) town is falling somewhat behind the times. There are rumors of great progress in education-making elsewhere. Something new and important has been introduced; education is being revolutionized by it; the school superintendent, or members of the board of education, become somewhat uneasy; the matter is taken up by individuals and clubs; pressure is brought to bear on the managers of the school system; letters are written to the newspapers; the editor himself is appealed to to use his great power to advance the cause of progress; editorials appear; finally the school board ordains that on and after a certain date the particular new branch—be it nature study, industrial drawing, cooking, manual training, or whatever—shall be taught in the public schools. The victory is won and everybody—unless it be some already over-burdened and distracted teacher—congratulates everybody else that such advanced steps are taking.

The next year, or possibly the next month, there comes an outcry that children do not write or spell or figure as well as they used to; that they cannot do the necessary work in the upper grades or in the high school because of lack of ready command of the necessary tools of study. We are told that they also are not prepared for business because their spelling is so poor, their work in addition and multiplication so slow and inaccurate; their handwriting so fearfully and wonderfully made. Some zealous soul on the school board takes up this matter; the newspapers are again heard from; investigations are set on foot, and the edict goes forth that there must be more drill in the fundamentals of writing, spelling, and number.

Moreover, in the last year or two there are many signs that the older and traditional studies do not propose to be ignored. For a long time, as already intimated, the conservative was upon the whole quite content to surrender the intellectual and emotional territory, the sphere of theory and of warmly-toned ideals, to the reformer. He was content because he after all remained in possession of the field of action. But now there are symptoms of another attitude; the conservative is, so to speak, coming to intellectual and moral consciousness himself. He is asserting that in his conservatism, he stands for more than the mere customs and traditions of an outworn past. He asserts that he stands for honesty of work, for stability, for thoroughness, for singleness of aim and concentration of agencies, for a reasonable simplicity. He is actively probing the innovator. He is asking questions regarding the guarantees of personal and intellectual discipline, of power of control, of ability to work. He is asking whether there is not danger of both teacher and child being lost in the pretensions and multiplication of studies. He is asking about the leisure requisite to intellectual and mental digestion, and subsequent growth. He is asking whether there is not danger to integrity of character in arousing so many interests and impulses that no one of them is carried thru to an effective result. These are not matters of mere school procedure or formal arrangement of studies, but matters fundamental to intellectual and moral achievement. Moreover some recent magazine articles seem to indicate that some few at least of the reformers are themselves beginning to draw back; they are apparently wondering if this new created child of theirs be not a Frankenstein, which is to turn and rend its creator. They seem to be saying: possibly we are in danger of going too fast and too far; what and where are the limits of this thing we have entered upon?

My sketch, however inadequate, is yet, I hope, true to

the logic if not to the details of history. What emerges from this running account? What does it all mean? Does it not signify that we have a situation in process of forming rather than a definitive situation? The history reflects both our lack of intellectual organization and the developing recognition of the factors which must enter into any such organization. From this point of view, the renewed self-assertion from the standpoint of theory of the inherence of the traditional curriculum is a matter of congratulation. It shows that we are emerging from the period of practical struggle to that of intellectual interpretation and adjustment. As yet, however, we have no conscious educational standard by which to test and place each aspiring claimant. We have hundreds of reasons for and against this or that study, but no reason. Having no sense of the unity of experience, and of the definitive relation of each branch of study to that unity, we have no criterion by which to judge and decide. We yield to popular pressure and clamor; first on the side of the instinct for progress, and then on the side of the habit of inertia. As a result every movement, whether for nature study or spelling, for picture study or arithmetic, for manual training or more legible handwriting, is treated as an isolated and independent thing. It is this separation, this lack of vital unity, which leads to the confusion and contention which are so marked features of the educational situation. Lacking a philosophy of unity, we have no basis upon which to make connections, and our whole treatment becomes piecemeal, empirical, and at the mercy of external circumstances.

The Root of the Problem.

The problem of the course of study is thus in effect a part of the larger problem so pressing in all departments of the organization of life. Everywhere we have outgrown old methods and standards; everywhere we are crowded by new resources, new instrumentalities; we are bewildered by the multitude of new opportunities that present themselves. Our difficulties to-day come not from paucity or poverty, but from the multiplication of means clear beyond our present powers of use and administration. We have got away from the inherited and customary; we have not come into complete possession and command of the present. Unification, organization, harmony, is the demand of every aspect of life—politics, business, science. That education shares in the confusion of transition, and in the demand for reorganization, is a source of encouragement and not of despair. It proves how integrally the school is bound up with the entire movement of modern life.

The situation thus ceases to be a conflict between what is called the old education and the new. There is no longer any old education save here and there in some belated geographic area. There is no new education in definitive and supreme existence. What we have is certain vital tendencies. These tendencies ought to work together; each stands for a phase of reality and contributes a factor of efficiency. But because of lack of organization, because of the lack of unified insight upon which organization depends, these tendencies are diverse and tangential. Too often we have their mechanical combination and irrational compromise. More prophetic because more vital is the confusion which arises from their conflict. We have been putting new wine into old bottles, and that which was prophesied has come to pass.

To recognize that the situation is not the wholesale antagonism of so-called old education by the so-called new, but a question of the co-operative adjustment of necessary factors in a common situation, is to surrender our partisanship. It is to cease our recriminations and our self-conceits, and search for a more comprehensive end than is represented by either factor apart from the other. It is impossible to anticipate the exact and final outcome of this search. Only time and the light that comes with time, can reveal the answer. The first step, however, is to study the existing situation impartially, as

students, not as partisans, and having located the vital factors in it, consider what it is that makes them at the present juncture antagonistic competitors instead of co-operative forces.

The question is just this: why do the newer studies, drawing, music, nature study, manual training; and the older studies, the three R's, practically conflict with instead of re-enforcing one another? Why is it that the practical problem is so often simply one of outward annexation or mechanical compromise? Why is it that the adjustment of the conflict is left to the mere push and pull of contending factors, to the pressure of local circumstances and of temporary reactions?

An answer to this question is, I believe, the indispensable preliminary to any future understanding. Put roughly, we have two groups of studies: one represents the symbols of the intellectual life, which are the tools of civilization itself. The other group stands for the direct and present expression of power on the part of one undergoing education, and for the present and direct enrichment of his life experience. For reasons historically adequate the former group represents the traditional education; the latter the efforts of the innovator. Intrinsically speaking, in the abstract, there is no reason to assume any fundamental or even any minor antagonism between these two groups. Such an assumption would mean that the requirements of civilization are fundamentally at war with the conditions of individual development; that the agencies by which society maintains itself are at radical odds with the forms by which individual experience is deepened and expanded. Unless we are ready to concede such a fundamental contradiction in the make-up of life, we must hold that the present contention is the result of conditions which are local and transitory.

I offer the following proposition as giving the key to the conflict:

The studies of the symbolic and formal sort, represented the aims and material of education for a sufficiently long time to call into existence a machinery of administration and of instruction thoroly adapted to themselves. This machinery constituted the actual working scheme of administration and instruction. The conditions thus constituted persist long after the studies to which they are well adapted have lost their theoretical supremacy. The conflict, the confusion, the compromise, is not intrinsically between the older group of studies and the newer, but between the external conditions in which the former were realized, and the aims and standards represented by the newer.

It is easy to fall into the habit of regarding the mechanics of school organization and administration as something comparatively external and indifferent to educational purposes and ideals. We think of the grouping of children in classes, the arrangement of grades, the machinery by which the course of study is made out and laid down, the method by which it is carried into effect, the system of selecting teachers and of assigning them to their work, of paying and promoting them, as in a way matters of mere practical convenience and expediency. We forget that it is precisely such things as these that really control the whole system even on its distinctively educational side. No matter what is the adopted precept and theory, no matter what the legislation of the school board or the mandate of the school superintendent, the reality of education is found in the personal and face to face contact of teacher and child. The conditions that underlie and regulate this contact dominate the educational system.

In this contact, and in it alone, can the reality of current education be got at. To get away from it is to be ignorant and to deceive ourselves. It is in this contact that the real course of study, whatever be laid down on paper, is actually found. Now the conditions that determine this personal relationship are, upon the whole, the survival of the period when the domination of the three R's was practically unquestioned. Their effective-

ness lies in their adaptation to realizing the ends and aims of that form of education. They do not lend themselves to realizing the purposes of the newer studies. Consequently we never get the full benefit either of the older or of the new studies. They work at cross-purposes. The excellence which the conditions would possess if they were directed solely at securing progress in reading, writing, and arithmetic, and allied topics, is lost because of the introduction of material irrelevant and distracting from the standpoint of the conditions. The new studies do not have an opportunity to show what they can do because hampered by machinery constructed for turning out another kind of goods; they are not provided with their own distinctive set of instrumentalities. Granted this contradiction, the only wonder is that the chaos is not greater than it actually is; the only wonder is that we are securing such positive results as actually come about.

(To be continued.)



Aspects of Grammar School Training.*

PROFESSOR L. B. R. BRIGGS, Harvard College.

Whoever looks into systems of education is almost sure to see something that needs reform, and is inclined to believe that the methods of his own day are all wrong. Thus it has come to pass that every year or every month, according to the degree of progressiveness in the community, new theories of education are sprung on us, and, it may be, tried on our children. Now, as everybody knows, it is ten times as easy to destroy as to reconstruct, and a hundred times as easy to find fault as to suggest practicable and wise and durable improvement. The history of education, like the history of the world, is a history of countless mistakes, with much noble effort and many noble results. There is no reason why education should not admit new light as other sciences admit it—as medicine, for example, admits it; but questions of reform in education have been, and still are, alloyed with questions of religious prejudice, of politics, and of personal power and whim till, in our less hopeful moments, the education of boys and girls seems the stamping-ground of experiment and fad. In these experiments for the enlightenment of colleges and schools we sometimes forget the oldest and the best truths of education itself.

From Milton, the parts of his one pamphlet on education are an astounding example of the reformer's lack of practical sense, we may get as good a definition as has ever been devised. "I call a complete and generous education," says Milton, "that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public of peace and war." Accepting this definition, I come with an old story, a story which I have told before, and must tell the worse when I try to put it into new language; a story, therefore, which here and there I shall let other people tell for me.

At the start I must disclaim any inside knowledge of school systems; and for this reason it may seem that I ought not to speak of school systems at all. My excuse is twofold; the *a priori* principle in the relation of hard work to solid success, and the unmistakable signs that in modern theories of education this principle is often slighted or ignored. In a certain sense I speak as an outsider, yet as an outsider who has, and who feels his right to have, a conviction—a conviction that the end of the American public school is to insure the intellectual discipline which is itself a moral force, and which may point for its result to an educated nation.

The first lesson of education is the lesson of getting down to hard work, and doing the work thoroly. It may be learned by a boy or girl who never goes to school, learned in a mill or on a farm; but the highest work in this part of the world must commonly be done by

*Paper read before the Department of Superintendence, N. E. A., at Chicago.

people who for a greater or less number of years have spent the best part of at least five days out of seven for some forty weeks a year in what we call education. The first business of a school is to teach concentration, application, power of tackling intellectual work—qualities which sooner or later a man must have if he is to succeed in life, and which he got in his boyhood if he had the right kind of parents, was the right kind of boy, and went to the right kind of school. (I speak of boys. I bid good-by to the girls here and now, leaving them to be “understood” thruout most of what I have to say.)

Some of us now in middle life recall the days when, as one of my old neighbors puts it, “we were on earth the first time,” and we recall the grammar schools of those days; the bare walls, the single dictionary as the library of each room, and the curriculum, which nobody had dreamt of “enriching”—reading, writing, spelling, arithmetic (quite enough arithmetic), English grammar, and Quackenbos’ *History of the United States*; nothing to attract the eye; no festivity except at recess, no music, no intellectual food outside of the curriculum except an occasional address of five minutes by a more or less illiterate mayor and an occasional question from a rather bashful superintendent (those were early days). For discipline, besides a flogging now and then, the boy who turned his head round to the boy behind him had to stand on the platform with a spring clothespin on his nose till he saw another boy turn his head and transferred the clothespin to him.

Such education had its drawbacks, moral, intellectual, and, above all, æsthetic; yet some of us may well look back to it as the surest and truest discipline of our lives—for we were taught to work. Sometimes, if you are to turn a college loafer into a man, you send him to a factory, with long and early hours, and immediate responsibility to an officer. You do this because his salvation is work and because, blind as he now is to the beauty of the intellectual work that he may do, he needs to be educated by manual labor that he must do. You give him work as education. All education is work. This obvious but endangered doctrine is what I am here to preach.

Bushnell says:

Work is activity for an end; play, activity as an end. One prepares the fund or resources of enjoyment; the other is enjoyment itself. When a man goes into agriculture, trade, or the shop, he consents to undertake a certain expenditure of care and labor, which is only a form of painstaking (rightly named) in order to obtain some ulterior good which is to be his reward; but when a child goes to his play, it is no painstaking, no means to an end; it is itself, rather, both end and joy.

Now, the tendency of education in this country is to turn work into play, just as the tendency of outdoor games in this country is to turn play into work. For early education we have the kindergarten; for football we have relentless training. Have you ever thought of one reason why athletics in American colleges mean so much? It is athletics in which many a youth, pampered at home and at school, gets his early taste of the stern discipline without which he cannot be a man. His studies he evades, and his friends pardon the evasion; his football he cannot evade, or he is branded as a “quitter,” as “soft,” or “sandless.” From his studies he gets more or less culture, but no backbone; from his football he gets the stuff and substance of his education. The business man often prefers in his office a successful college athlete to a successful college scholar; for the athlete, as the business man says, “has done something.”

The public school should have at least as much educational power as football. Setting aside the question of manual training, a question of great importance to many boys, and speaking of a grammar school, which has for its object intellectual discipline, I believe that the business of the grammar school is to teach a few subjects, essential or of prime importance, and, in teaching them, to give the training which enables people “to

do things.” The grammar school is for the greatest good of the greatest number. If we are inclined to condemn it for ignoring the individual, we should remember that strength may come to the individual from being ignored, from being treated as one among many who are treated and trained alike. Individual education is the right of a man; to a less degree it is the right of a youth; to some degree it is the right of everybody; but everybody has also that right of education in common with his equals, his superiors, and even with his inferiors, education in which he may see the effect of teaching on a variety of minds, each different from his own, and may learn from his fellows as they may learn from him.

Again and again I have seen in college, students who have become almost hopelessly debilitated from excessive attention to their individual needs—or, rather, to what their parents have believed to be their individual needs; who have never known the stimulus of competition; whose sharp corners have been carefully sharpened more and more, and never rounded off; the bent of whose minds has been followed till their minds have lost all power of attention and concentration—unless something new has come to fascinate them, so that their very attention has seemed a weakness rather than a strength, a yielding of the mind rather than a conquering by the mind. The business of the grammar school is not to follow the mind, but to lead it; nor is it to entertain or amuse, tho a good teacher will entertain and amuse incidentally; nor is it to teach so many things that none can be taught well. It is to drill and drill and drill, to teach accuracy, concentration, self-command, so that he who has been faithful in a few things may be fit, with increasing years and ripening powers, to be ruler over many things.

In the grammar school few subjects are essential. Chief among these is the use of the English language. If enough sensible trainers of the voice could be found, I should be tempted to add elocution. Who does not know the strained, high voice of a reciting child or of a chiding schoolmistress? Who that has to use his voice in a large room does not know the weariness of not using it well? A little mathematics, a little geography and history, possibly a little physics, and a great deal of reading, writing, and speaking in the English tongue—these things well taught make a foundation on which any structure of intellectual education may safely rest. Narrow, if you will, but about as wide as a child’s foundation can be laid and laid firmly. A few fundamental studies with the habit of mastering the work in hand are an infinitely better basis for the child than a heterogeneous collection of half-learned, cultivating diversions over which he may sprawl, but on which he can never stand. A few studies rightly taught are the first intellectual step toward “that which fits a man to perform justly, skilfully, and magnanimously all the offices, both private and public, of peace and war.”

Sometimes people complain of drill as benumbing the mind of a child: and the complaint, if the child is young and the drill severe, has foundation. Yet these same persons fail to see how demoralizing to the minds of children an excessive number of studies may be. Children, as everybody knows, love repetition in their amusements, and can stand much more of it in their instruction than their elders can. By multiplying the subjects which we set before them, we run the risk, not merely of dissipating their minds, but of overstimulating them. I do not mean that even a grammar school should ignore the value of variety, and I am glad that music is now taught in our public schools. I mean much what a correspondent of mine meant when he wrote: “I would have a boy use the English language decently, even if he loses the opportunity to study German in the grammar school.” What threatens our early education nowadays is the amusement and variety theory. Working upward from the kindergarten it bids fair to weaken the intellect and to sap the will. A well-known teacher in Boston had no difficulty in picking out the members of his school who

had begun their education in the kindergarten; and he picked them out because of a weakness in their intellectual processes. There are exceptions and notable ones; and there is, as everybody knows, a lovely side to the kindergarten; but the danger of the kindergarten principle is felt by many a teacher who hardly dares hint at it.

An elective system in college gives a noble liberty to the man who has been so trained that he can use his liberty wisely; but when an elective system goes lower and lower into our schools till it meets children who have been amused thru the years in which they should have been educated, what chance have these children for the best thing in education?

"On a huge hill
Cragged and steep, Truth stands; and he that will
Reach her about must, and about it go,
And what the hill's suddenness resists, win so."

That I am not fighting shadows or knocking down men of straw, the testimony of a hundred teachers and parents makes clear. The amusement theory, starting in an honest and benignant desire to show children the beauty of the world about them and to rouse their interest in study, especially in the study of nature, may end with the sacrifice of strength in the pupil and of truth in the teacher; may become a sweetmeat theory, giving the children food which debilitates and deranges the organs that crave it.

Certainly the education of boys should not be a bore and a bugbear, nor should it ignore culture. Yet the culture should not crowd out training; it should rather be atmospheric; it should come to the boy from the finer, maturer, and more sensitive character of his teacher; it should take little or no visible or tangible part in the school program; it should pervade the whole. In the best teacher, also, is a personal force that inspires some boys with the desire to work and compels others to work, till work becomes a precious, even a priceless, habit of their lives. He is not full of devices and patent appliances for interesting his pupils; he is not full of theories and fads; he does his own work, even the drudgery of it, with enthusiasm for it and for his calling. He corrects, chastens, guides, kindles the love of learning; and constantly he gives to eager eyes some glimpses of that high enjoyment to which learning and discipline may lead; but he never sacrifices the discipline to any royal road of pleasure.

This is another way of saying that the good teacher does not sacrifice truth "to make things interesting." I have lately read an admirable paper by Miss Soule, of Brookline, Mass., on the foolish untruthfulness of some books designed to interest children in nature. Miss Soule cites a well-known superintendent of public schools who maintains that plants, if they are to interest children, "must be instinct with human attributes; and to illustrate his theory she has collected from books for children a good many specimens of biological mendacity." Children, she says, are taught that "the kind cow" gives them her milk, and that "a plant does not like to send its young, delicate leaves and flowers into the cold world without wrapping them up, any more than your mother would like to send your baby brother out for the first time without a great deal of such bundling up;" that the queen bee "is very generous to the young queen, who of course is her own daughter, and leaves all the furniture and silver spoons and everything of that sort behind." "What," says Miss Soule, "is gained by this?" She tells the effect of it on two children. One who was literal said: "Why, she couldn't leave furniture and silver spoons, because she didn't have any to leave. That is not a very true book, is it?" Another, and brighter, child exclaimed: "How silly that is! It is so stupid to pretend things like that when they could not ever be." "Yet," says Miss Soule, "this child is very imaginative, delights in fairy tales, and lived *Alice in Wonderland* for weeks." Imaginative literature may do what it likes with plants and animals. *Alice in Wonderland*, tho she may not teach children respectful manners, cannot teach

them biological untruth. Mr. Kipling's *Rikki Tikki Tavi* is one of the best stories in the English language for old and young; and his *Toomai of the Elephants* has a poetic beauty which it is a distinction for a child to feel. Imaginative literature is one thing, and books for instruction are quite another. Yet one teacher cited to Miss Soule that dismal joke about the queen bee and the silver spoons as "so taking, so cute!" "This method of awakening interest," says Miss Soule, "puts child and animals into false relations, and nothing is gained by it except possibly an added interest on the part of the child. Since this interest is based upon conditions which do not exist, the child has no right to it. The animals are not interesting in that way." In the same paper Miss Soule compares "soft pedagogies" with peptonized food.

After reading Miss Soule's paper, one of the best graduates of one of the best kindergarten schools wrote to the author that she (the teacher) "was circulating that paper among all the teachers she knew, because it had shown her that she and the other kindergarten teachers were doing dishonest work for the sake of ease and arousing interest, and that the modern school-books all tended to increase this dishonesty." "It is better," said an American humorist, "not to know so much than to know so many things that ain't so."

* * * A student from a famous preparatory school, of which the head-master is a vigorous and cultivated man, knew almost nothing of the English language. "With the methods of teaching they have now," said his father, "I do not see how a boy learns anything. I really believe," he added, "that the reason my boy does poorly in his mathematics is because he does not know the language in which it is taught. It would never occur to him to look up a word in the dictionary." This is the kind of boy who expects in college that form of education which Mr. Dooley describes when he says: "Th' prisidint takes him into a Turkish room, gives him a cigareet, an' says: 'Me dear boy, what special branch iv larnin' wud ye like to have studied fr ye be our compitint professors?'" The kind of boy that leads the same philosopher not to care what the children study so long as it is disagreeable to them.

Now and then a man born of the best stock, trained with the best training of an earlier generation, filled with high purpose and noble enthusiasm, fails to see that the average child of to-day may be swamped by a liberty which to him would be buoyant life. He has learned the triumphant happiness of difficult work well done, and forgets the time when even he, in a school of to-day, might not have learned it. Let us thank every teacher who has helped us to see that, if we do anything as well as we can and keep on doing it, it must become interesting. I, too, believe that boys and girls should enjoy education, should love the work of it. By and by they must spend the greater part of their waking hours in work; and if they cannot enjoy work, the work that lies before them, they will lead unhappy lives. The late Professor Dunbar assigned as one cause of President Eliot's extraordinary success his keen enjoyment of work. Some men live on "the windy and difficult heights," mountain-climbers by instinct and by training; but will the youth of vulgar heritage and custom-made education grapple with the cliffs, or will he light a cigarette and lie down?

I am not attacking the elective system in colleges. I believe with President Tucker that "a considerable amount of unawakened, uninterested mind in our colleges has been recovered by this system;" that "it represents the final appeal to the indifferent student;" and that "it gives responsibility and stimulus to the diligent." Yet its representing the final intellectual appeal is a confession of weakness in some early processes. Besides, if the elective system gets into the grammar school it will in some measure defeat its own end in the college. It will cut off many a boy from the liberty in whose name it was created, by sending him to college

(Continued on page 433.)

The Pan-American Exposition.

By MARGARET J. CODD.

The coming summer offers to teachers many possibilities of enjoyment and improvement, but we know of nothing which will combine these two very desirable things in a greater degree than the Pan-American Exposition which is to be held in Buffalo, N. Y.

As one approaches that place from the north, the first objects which arrest the eyes of the traveler are the colored domes and pinnacles of the "Rainbow City."

The structures of the Pan-American Exposition have received this name, which is appropriate, for from wall and roof-tree, cornice and archway, gleam colors which seem to have borrowed their brightness from the rainbow in the sky. The leading artists of the country lent their aid to bring the color scheme into one harmonious whole, and the result is very beautiful. Buffalo has chosen wisely in calling in the aid of color to give the effect of novelty and originality to the gay scene.

The Pan-American Exposition opens, as most readers are aware, on May 1, 1901, and continues six months. Its director-general is Hon. William I. Buchanan, well known for his efficient work in connection with the Columbian Exposition in Chicago. The coming exposition, as its name implies, is designed to illustrate the progress which has been made in "All-America" during the century which has just closed, and all the exhibits will have a double interest as a promise of greater things to come.

The Pan-American Exposition has received the cordial endorsement of the Congress of the United States, which also gave it substantial recognition in the shape of a grant of \$500,000. To this has been added a grant from the state of New York, private subscriptions, etc., until a sum of six million dollars has been raised to defray the expenses of the exhibition.

The site selected is in the northern part of Buffalo. It is a mile long and half a mile wide, containing 350 acres of beautiful park land and lakelets.

Over twenty large buildings of architectural beauty will contain the usual exhibits of such an occasion. Among them we may mention the buildings of Manufactures and Liberal Arts, Agriculture, Electricity and Machinery, the United States Government building, and the Service building. These are constructed of steel and timber, covered with staff which has received elaborate ornamentation.

The Temple of Music is a beautifully ornate structure. In it free concerts will be given daily for the entertainment of visitors. Sousa's band has been engaged for six weeks, and other attractions are promised.

The New York State building is of stone, substantial and worthy of the "Empire State." This is to be the permanent home of the Buffalo Historical Society after the close of the exposition.

Educational Features.

Tho all the exposition is educational in the highest sense, the exhibit which pertains to schools of course appeals especially to teachers. It will be housed in the Building of Manufactures and Liberal Arts, which is under the direction of Dr. Selim H. Peabody. The arrangement which was followed so successfully in Paris will be used here, and many of the exhibits from the Paris Exposition will be shown at the Pan-American. The following classification has been adopted:

Class 1—Elementary and Primary Education.

Class 2—Secondary Education.

Class 3—Superior Education.

Class 4—Education in Art.

Class 5—Education in Agriculture.

Class 6—Industrial and Commercial Education.

Class 7—Education of Special and of Defective Classes.

Tho this is an exhaustive, if not an exhausting prospect, the managers themselves say that the exhibit will be in no respect dry or formal but will possess a striking novelty, and will be imbued with the new life that has given such impetus to educational science.

From Our Neighbors.

The showing made by our new possessions is looked forward to with great interest. Besides a very complete ethnological exhibit of the various Indian tribes, there will be a Filipino village at one of the principal entrances. Here one hundred Filipinos will live in native style, and the water buffalo, which serves as the Filipino horse, will be among their domestic animals.

Cuba will have a building finely situated, and its exhibit will be of special value as showing Cuban development under American protection. There will also be exhibits from Porto Rico and Hawaii.

Other Attractions.

The most beautiful building of all is the white marble

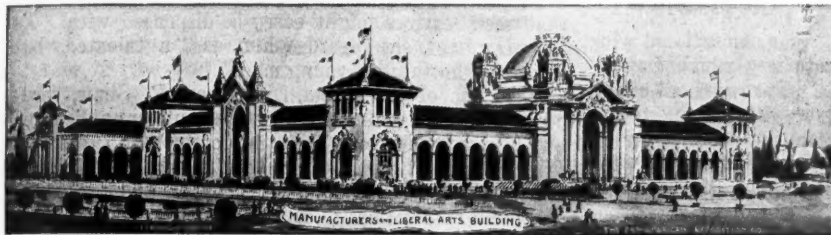


art gallery. This is a gift from J. J. Albright to the city of Buffalo. There have been delays in quarrying the marble required for its construction. If it cannot be completed in time for the opening the managers will have another building ready for the art exhibit.

The grouping of buildings about the electric tower is particularly fine, and the Grand Canal which encircles them is over a mile in length. Electric launches and

amply sufficient to hold the summer wardrobe of the traveler. As Buffalo employs New York methods, the arrangements for the transfer of baggage are unusually good, and the fifty cents which the trunk will cost in its trips to and from the depot, will be well spent in relieving one's arms from the fatigue of clumsy bundles.

The traveler will need a light-weight street suit. This with the usual supply of shirt waists in silk, cotton, or wool, will furnish the absolutely necessary changes. The pretty muslin or summer silk will not take much room in the trunk, and will be nice to have for occasions requiring more dress. Fairly heavy walking shoes and lighter low shoes are necessary, also a pair of rubbers and a small umbrella, which will serve as protection from rain or heat.



gondolas will convey sight-seers from point to point. Rolling chairs will also be ready to relieve the weary.

For those in search of amusement "The Midway" will offer great attractions. There will be A Trip to the Moon, Streets of Mexico, House Upside Down, Hawaiian Volcano, Venice in America, The Beautiful Orient, Japanese Tea Garden, Filipino Village, and a host of other amusing and improving entertainments.

All the exhibits will be fine, but the electrical display is expected to be the crowning triumph, and most distinctive feature of the Pan American Exposition. The power from Niagara Falls will be used for the 200,000 lamps which light the grounds, and from the electrical tower, three hundred and seventy-five feet high, will fall a flood of light over flowers and fountains. This display will exceed all the wonders of electricity shown at Paris, and will well illustrate the power of grandeur and the grandeur of power.

We hope that even this inadequate description may interest many teachers so that they will plan a summer visit to the Pan-American Exposition. In a second article we will try to give useful information, as to preparations for the trip, descriptions of the city, rates, necessary expenses, etc., which may prove of use to teachers.

The people of Buffalo are endeavoring in many ways to make the Pan-American visit profitable as well as pleasant to the multitudes who are expected to gather here.

Historic associations cluster around the whole Niagara frontier. Father Hennepin in 1678 heard "The Thunder of Waters," the great falls, which the Indians called O-ni-aa-garah. La Salle, with his faithful Tonti, built a fort at the mouth of the same river, and later, just below Buffalo, built and launched the Griffin, the first vessel to sail the upper lakes.

The old Indian trail, still faintly visible, echoed to the steps of La Salle and Tonti, Marquette, Joliet, and all that throng of pioneers who bore the banners of religion and civilization to the Far West.

The pathway of French exploration and settlement for the Northwestern territory lay thru this region and the project of marking the historic sites of the Niagara frontier will add much to interest both students and teachers of American history.

Making Ready for the Trip.

Gentlemen have no trouble in traveling; but in preparing for a visit to the Pan-American, ladies may remember that it is best to travel with as little as possible in the way of unnecessary incumbrances. At the same time it is poor policy to go without what is needed for comfort.

A small trunk and a hand bag or shawl strap will be

As the lake breezes make cool nights in Buffalo, a light weight jacket or wrap should be added to the outfit. This will be needed for all the lake excursions and for evenings at the Pan-American. Of course we may add what we please to this list, the aim here being to keep the outfit as simple as possible.

If the stay is prolonged, in addition to the plain hat for service, a dress hat or bonnet for other occasions would seem desirable, tho last season the ladies of Buffalo followed the pleasant custom of going unbonneted about the town, and it was certainly a very comfortable, pretty style. The necessary underwear, of course, takes space and we wish to keep a little room in the trunk for the souvenirs, which accumulate so rapidly when one goes sight seeing.

We need not feel heart-broken if in the hurry of packing something is forgotten, for Buffalo shops are good and reasonable, and all needs in the way of clothing are readily supplied. Perhaps to those coming from smaller places some city shopping might be a pleasant experience.

I found a small silk hand-bag invaluable at the World's Fair. It held my note-book and pencil and a light lunch, which was often a great time-saver. The restaurants of the Pan-American will be well arranged and reasonable, but it is not pleasant to waste time in lunch-rooms when there is so much to see.

Many interesting curiosities may be obtained at such expositions and these may be carried back to one's lodgings in such a small hand-bag. These specimens from the different countries of our continent will add interest to the teacher's lessons next season, and will be a delight to the children in school.

A new edition of the Columbian Catalog (now called the NEW CENTURY) is ready. Its 100 pages have been carefully revised to date, fully half the material being new. All the latest books are listed—the most important briefly described. The catalog is unique, as no other of its kind is published. An index by departments and titles adds to its value.

All the best books and helps for teachers are here, over 1,500 in number. The methods in nature study and science department covers some ten pages. Psychology lists nearly 100 volumes. The prices are also reduced to lowest possible figures. Appleton's International Education series, price \$1.50, costs the buyer but \$1.05. Get a free copy and then send your orders.



The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING APRIL 20, 1901.

The School of Pedagogy Sensation.

Three members of the faculty of the New York university school of pedagogy have, by a sensational procedure, secured an amount of notoriety which may seriously affect their future careers. Throwing all ethics—professional, university, and every other kind—to the winds, they appealed their case to the newspapers by sending out the following signed note and getting it published before their resignations reached the chancellor of the university:

SCHOOL OF PEDAGOGY,
NEW YORK UNIVERSITY,
WASHINGTON SQUARE,
NEW YORK.

Owing to long-continued dissatisfaction with the administration of the Department, the following Professors of the Faculty of the School of Pedagogy of New York University announce their resignation from the University. Samuel Weir, Professor of History of Education and Ethics; Edward F. Buchner, Professor of Analytical Psychology, and Secretary of the Faculty; Charles H. Judd, Professor of Experimental Psychology.

(Signed)

Samuel Weir, Edward Franklin Buchner, Charles H. Judd.

The metropolitan morning papers printed this announcement last Saturday for what it was worth, and then put their reporters at work on the case for material for the Sunday and Monday editions. It is evident that even with the small amount of information that could be gained with reference to the history of the affair, it was discerned at once what folly the three professors in question had committed.

Effect of the Newspaper Resignations.

And folly it was—headstrong folly—or else hot-headed rashness. A little calm reflection might have shown these three men that the weapon they were hurling at the administration was a boomerang bound to return with deadly force. Every person suspected of having any knowledge of the trouble was interviewed, and the points the reporters brought to light were not by any means testimonials to the three professors' good sense. Chancellor MacCracken had this to say:

"The School of Pedagogy is comparatively a new venture. Our school is the first ever established in this country. Now, it is not an easy thing to lay down a policy for a school to follow and follow it.

There are many things to be considered and many obstacles to be overcome. It is not as if this were a school of law or medicine, well established and conducted on lines long used. This is a new departure in university schools, and so has to find for itself the best policy to be pursued. Now, it is not surprising that in doing this there should arise between the members of the faculty differences of opinion as to the scope, plan, work, and policy to be followed.

That is just what has happened in this case. For a long time the faculty of the school has been divided on some of these questions. Each school in the university has its own faculty.

When such a dispute arises the university is the arbitrator. For some months we have been investigating this matter, and as a result have requested Professors Weir, Buchner, and Judd to hand in their resignations unless they could conform their views to our decisions. I received their resignations this morning."

Not satisfied with this outcome of their action, the professors again exposed themselves to ridicule and disaster. Professor Judd sent a formal telephone call to several newspapers inviting their representatives to meet him and his colleagues and receive a statement of the grievances behind the resignations. The suggestion that members of the women's advisory committee were

responsible for much trouble set the reporters on the track of fresh sources of news.

Mrs. Draper, the president of the advisory board, said she failed to see any good reason "why the women's committee should have been drawn into the controversy so conspicuously by the professors who have resigned thru the newspapers." ("Resigned thru the newspapers" is good.) She further stated that Professors Weir and Buchner had not been giving satisfaction and that their services might easily be dispensed with. As for Mr. Judd, she regarded him as "a talented, but somewhat hot-headed young man."

The dean of the school, Dr. Edward R. Shaw, scrupulously avoided giving out any statement for publication, but it was made clear that the conduct of Professors Weir, Buchner, and Judd toward him had been simply intolerable for nearly a year. Thus if the professors expected vindication to come from newspaper controversy they must have been sorely disappointed.

Unfortunately some of the students of the school were inveigled into participation in the *bouffe* revolt, tho not one of them could possibly have had any knowledge of the case. Their meeting, resolving, and committing, under the circumstances, showed want of good judgment, to say the least.

Lacking the Teacher Spirit.

The original source of all the difficulties that gave rise to the present crisis in the School of Pedagogy may be found in the wrong attitude of the three professors toward their work and toward the fundamental idea of the institution in which they labored.

The School of Pedagogy was founded to offer opportunities for broader study of education to teachers desirous of professional advancement. In order to accomplish its mission it ought to have a faculty imbued with the spirit of the Man of Calvary, burying all selfish ambitions in the desire to help the seekers for educational truth. Moreover, as leaders of teachers, the professors ought to come to their work equipped with a wide experience in educational work, especially in dealing with children. Another essential requirement would seem to be that the faculty, in harmonious co-operation, set an example of how the teachers of a single institution should work together, in honor preferring one another, loyal at the same time to the ideal uniting them all, and to the larger system of which that institution forms a part. This applies, of course, to all schools for the training of teachers, but pre-eminently so to the School of Pedagogy, which in a measure challenges these other institutions to regard it as their model.

As a matter of fact, not one of the three professors who have resigned possessed the qualifications just indicated. Not one of them could be honestly called a fit leader of teachers.

The Men Who Resigned.

When Professor Weir was called to the School of Pedagogy, about six years ago, it was hoped that he would add strength to the faculty. He came highly recommended and had received from the University of Jena the degree of Ph. D. *magna cum laude*, but he failed to get the right grasp on the significance of his position. He lacked, and never developed, educational tone. As a result, his course in the history of education was lifeless and barren of that rich suggestiveness and vivid revelation of educational truth which are inherent in the subject. In his course in ethics he was somewhat more successful, but here also he fell short of the possibilities; he lectured, or rather preached, instead of suggesting educational guide lines for students of pedagogy. Frequent complaints of his shortcomings would have resulted in his "resignation" long before this had it not been for intervention in his behalf by the dean of the faculty, whose administration he now criticises. Last winter it became evident that the dissatisfaction must sooner or later culminate in his re-

moval. Instead of attracting students it was found that nearly one half of those who entered upon the course did not complete it.

Professor Buchner succeeded Dr. Edgar Dubs Shimer in the chair of descriptive and explanatory psychology. Dr. Shimer, now associate superintendent of Manhattan and the Bronx, was then a teacher in a New York city school and possessed the ability to make his course solidly helpful to students of education by frequent reference to problems he had met with in his rich school-room experience. Prof. Buchner's appointment appeared at the time to be the best that could be made. His work at Yale had proved him a devoted student of philosophy, with a decided inclination towards teaching and educational investigation. He promised well and did well. With the small salary the school offered it could hardly have hoped to secure a better man. His one great defect was inability to present his subject in a clear and interesting way, and thus he could not attract students as a less obscure speaker might have done. For some unexplainable reason he determined to hold on to his position at all hazards, after it had become evident that his resignation would be asked for on the ground that his work did not give satisfaction.

Had it not been for the advent of Prof. Judd upon the scene, matters might have been adjusted quietly and without much ado. But, this young professor was a man of tremendous energy and insatiable ambition. Impatient for fame he set in motion several plans to project his name into prominence. But as men of maturer judgment in worldly affairs might have told him had he been open to conviction, fame is not won by a single blast, and the gain is not worth the powder. After examining various royal routes to the stars, he finally hit upon the plan of editing a pedagogical review. No one else felt the need of such a publication. But on the plea that it would advertise the School of Pedagogy financial support for it was assured by friends of the institution. When, however, it was found that the chief advertising card was to be for the benefit of the young professor, and that the honest advancement of education had no place in the program whatever, the friends who were to bear the burden of the enterprise shut their hearts and purses, and the cherished object died before it was born in visible form. One outcome of the failure was that the dean of the School of Pedagogy was subjected to various indignities.

Professors Weir, Buchner, and Judd soon united, and in the faculty meetings stood arrayed against their dean, outvoting him in even the most trivial matters, and challenging every prerogative he might justly and reasonably claim.

The Dean of the School.

It is difficult to understand how the administrative powers of New York university could have allowed this state of affairs to continue. The dean of the School of Pedagogy ought to have been given sufficient power to make such a riotous course as that pursued by the revolting professors, impossible. The very words of Chancellor MacCracken cited above are an argument in favor of making the dean the actual head. If the institution is feeling its way along an untried path and differences of opinion concerning methods and scope are sure to arise, it would seem to be only reasonable that the various professors form merely an advisory board of the dean. It was poor judgment that established bare majority rule in the institution.

If in spite of all adverse circumstances and other difficulties in the way, the School of Pedagogy has won good standing and the respect of leading educators, it is because of the devotion and labors of Dr. Edward R. Shaw. When Dr. Jerome Allen, then connected with THE SCHOOL JOURNAL, conceived the idea upon which the institution was built, and began to give it practical shape, it was Dr. Shaw upon whose advice and help he leaned at almost every step. Thus from the very beginning the present dean has labored for the develop-

ment of the institution, regarding no sacrifice too great for the strengthening of its interests. Whatever faults and mistakes may be charged to him, no one can truthfully deny his unswerving and absolute loyalty to its welfare. If the university authorities do not sustain him fully at the present juncture they will commit an error from the effects of which the school may never recover.

Present Duty of the University Council.

In the reconstruction, which is now made easy by the timely tho precipitate resignation of the three professors whose conduct during the past few months has proved them unfit for carrying on the peculiar mission of the school, Dr. Shaw should be given the fullest measure of authority. The foremost educators of the country, most of whom have become his personal friends, will regard this as the only correct position. The school may rise stronger than ever before, after the trials and storms thru which it is passing have subsided, provided the university authorities recognize their present duty.

The women's advisory committee has stood nobly by the school, and its most devoted members wisely uphold Dr. Shaw in the present crisis. They are acquainted with the students and professors, and they take the right view of the mission of the school. If their wishes are consulted the council of the university cannot go far wrong.

All personal considerations must be dropped out of sight. The life of the school is at stake.



Normal Diplomas Should Hold Good.

Those who know State Supt. Skinner and Supt. Maxwell will not be surprised at their attitude with reference to the exemption of normal college graduates from special examinations before giving them a license to teach in New York city. Both men are opposed to the plan, as might be expected. They have at all times consistently labored for greater centralization of power in their respective offices. Under the present antiquated autocracy in the granting of licenses the superintendent can wither any candidate who may present himself with a haughty, "I don't know you, don't care for your testimonials; normal diploma doesn't count with me; there is the door to the board of examiners; fill out your blanks, crawl humbly to the examination and when you come out alive stand in line and wait your turn."

The sooner an end is put to this debasing system the better. The amendment to the New York city charter permitting the exemption of normal college graduates from Mr. Maxwell's examination is a step in the right direction and one that must be taken sooner or later, whether the state and city superintendents like it or not. Demagogic thunderbolts, such as "the worst blow ever administered to the educational system of this state" will not be accepted in place of solid reasoning. The Normal college is supported by the City of New York for the express purpose of preparing teachers for its own schools. Now why in the name of common sense should these graduates be put on the plane with people of whom the city has no knowledge and of whose preparation it cannot secure any other assurance [than that furnished by an examination under the direction of the city superintendent's assistance, the board of examiners? If the Normal college cannot be trusted to do its work well, the city is wasting money in sustaining it. If on the other hand it serves its purpose, an officer of the city should not be empowered to brush aside its diploma with a wave of the hand and set himself above the college faculty as a greater expert in testing professional qualifications.

What Supt. Skinner has to do with New York city matters is not apparent, tho the fact of his interference has been for some time.

The provision for securing the special privilege to the Normal college graduates ought to be retained, and its logical consequences carried into the state system. THE SCHOOL JOURNAL has frequently expressed its view with regard to this matter. Graduation from a normal school should be regarded as sufficient evidence of qualification for at least a temporary certificate, good in every elementary school of the state. After the holder has had experience in teaching and has established, by an examination if necessary, his professional mettle, he should be given a life certificate. All examinations for certificates entitling holders to teach in elementary schools should be conducted by a board composed of the principals of the various state normal schools in the state, or their representatives. In short, the normal schools should be given authority to fix professional standing. They are officially, and ought to be in fact, the authorized agencies for supplying trained teachers.

Let New York city retain the provision to which Supts. Maxwell and Skinner so vigorously object. It may open the way to the introduction of something like common sense and simple justice in the examination and certification of teachers.

The Late Mr. Sill.

Michigan has lost, by death, several of her educational leaders this last year. Dr. Hinsdale's death was followed, a few months later, by that of Dr. Fiske, of Albion college, and still more recently by the death of John M. B. Sill, ex-superintendent of the Detroit schools, and a former principal of the Ypsilanti normal.

Mr. John M. B. Sill was born at Black Rock, New York, Nov. 23, 1831, of English parentage. When he was a small boy his parents moved to Michigan, thence to Oberlin, Ohio, and soon after back to Michigan once more. At eleven years of age the boy was left an orphan, his father and mother dying on the same day. For the next seven years, it was the well-known struggle of American boys for an education, against the odds of poverty. At eighteen he took his first small school in Hillsdale county, going from there to the graded schools of Jonesville and thence to Ypsilanti. He later entered the Ypsilanti normal school as a student and was graduated from that institution in the first class in March, 1854. He was at once made professor of English language and literature remaining there some ten years. In 1863 Mr. Sill was elected to the superintendency of the Detroit schools, resigning to take charge of the Detroit Female seminary. He remained at the head of this institution for ten years. He was regent of the university from 1867 to 1870, receiving from it the degree of Master of Arts in 1871. In 1875 he became superintendent of the Detroit schools for the second time. There he remained eleven years, resigning to take the principalship of the Ypsilanti normal school.

Mr. Sill was always a consistent Democrat and at the suggestion of party leaders in Michigan, Mr. Cleveland named him as minister to Korea. Mr. Sill performed the duties of that position during the troublesome times of the Chinese-Japanese war in an entirely satisfactory manner. Altho much broken in health Mr. Sill spoke frequently in public upon conditions in Korea and upon educational matters. He took a very active part in the efforts to reorganize the Detroit schools two years ago. He leaves a wife and two children, Mrs. Arthur B. Cram and Dr. Joseph B. Sill, both of Detroit.

Mr. Sill was a Christian gentleman in the best sense of the word. All with whom he came in contact felt the nobility of his character, and by his friends he was dearly loved—geniality, wit, and good fellowship being marked personal traits.

Wanted—A Uriah Heep.

That very ably edited journal of Irish education, *The National Teacher*, Dublin, waxes righteously indig-

nant over the subjoined advertisement which appeared in a Dublin daily paper:

Wanted immediately, a classed and trained principal teacher under national board. Must be a member of the Church of Ireland, able to conduct the playing and singing in the parish church; thoroly conscientious and disciplined, strictly obedient in all details to the manager, and humble and respectful to all. Apply, etc.

The point is rightly made that the teacher is a professional man and not an upper servant.

Ways of Educating Indian Children.

The Indian office at Washington seems to be about to experience some difficulty in the establishment of compulsory education among the tribes in its jurisdiction. The government will finally cease, July 1, to have any connection whatever with sectarian schools, and the problem of what to do with the children who are now taught under contract in denominational schools is bothersome. It is a sorry predicament that there are not enough of the governmental schools to accommodate the whole number of Indian children. There are at present enrolled in government schools about 23,000 children, an increase in the last five years, since the policy of cutting loose from sectarian institutions began, of about 14,000. It is thought that the difficulty may be solved by extending the practice which prevails in some of the older states of the West, where the government makes arrangements to send many of the Indian children to the public schools, paying an average of \$10 a year in lieu of the usual school tax. The plan is said to work well and may ultimately solve the existing difficulties.

The growth of the school community idea advocated in THE SCHOOL JOURNAL is most significant. The thought is in the air. Here is the opinion of Messrs. J. W. Errant and Orris J. Milliken, of Chicago:

It should be within the function of the public school to provide swimming baths and swimming lessons, indoor and outdoor gymnasiums, libraries and reading-rooms, manual training for boys and girls, school gardens and journeys by railway and steamer to neighboring points of interest. The gymnasiums, libraries, and assembly-rooms should be open to adults as well as school children all the year. The school gardens should teach how fruits and flowers and vegetables grow. The free railway excursion would teach geography and geology of the region and give glimpses of the country, all of great value, while at the same time the pupils would be improved by the change and the outdoor life.

This expresses in a general way some of the features of the school community plan. The reorganization of society around the school-house as a center must follow as a natural consequence.

The "Get-Together Club" of this city had an impressive banquet the other evening in Madison Square Garden concert hall. After the dinner nine representatives of great industries employing over 250,000 working people gave testimony on the theme of industrial betterment as to what employers are doing to improve the condition of the employed. It was plainly shown by the speakers that the workingman in their employ is now elevated above the machine, and that in thus improving his condition the results achieved are greatly beneficial to capital, labor and society.

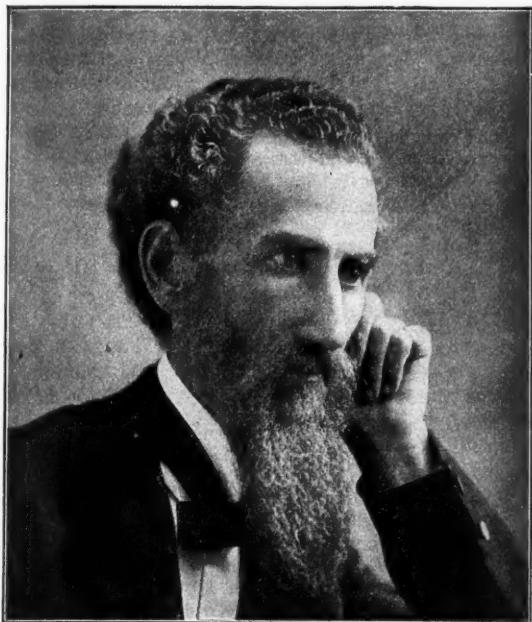
This organization is one in which educators ought to take the keenest interest.

Any person desiring information as to a resident or non-resident membership, and as to the purpose of the Club, should address Dr. Wm. H. Tolman, Secretary of the League for Social Service, 287 Fourth avenue, New York.

The legislature of California has passed a bill, which has been signed by the governor, abolishing home study in the lower grades of the public schools.

An Educational Leader of the South.

Dr. G. R. Glenn, the new president of the Department of Superintendence, N. E. A., is also president of the Southern Educational Association. He has been state school commissioner of Georgia since 1895, during which period many very remarkable things have come to pass



in the educational history of this state. He is a Georgian by birth, a college-bred man, an alumnus of the University of Georgia, and he was for twenty-two years a teacher in his native state. He has brought to his work as commissioner a scholarship, culture, and eloquence far beyond what is customary even in positions of this high rank in America. His devotion and self-sacrificing attention to the duties of his office are not so well known as they ought to be, because he has had very little to say about the wear and tear and cost of his educational ministry in Georgia.

The record books in the capitol in Atlanta show that during 1900 one hundred and ninety days of the year were spent by him in work in the open field, making arguments here and there for local graded school systems, pleading for a local county tax before grand juries, arousing enthusiasm in the building and equipping of school structures, visiting institutions and educational gatherings of all sorts, making commencement addresses, and everywhere sounding out a ringing note of educational good cheer and high resolve. More than once he has come over to my town, reaching my house long after nightfall and by daybreak has started across the country in an open vehicle merely to talk to a little crowd of farmers away out in the woods in one of the neighboring counties. I heard of him the other day making a trip across the mountains from Clarksville into Towns county, a hundred miles and back, for the purpose of stirring up the mountain folk on subjects of educational concern.

His record of speech-making last year was over five hundred speeches, and this sort of thing has been going on in an unostentatious way for the last six years. It makes one think of Horace Mann's buggy trips thruout the state of Massachusetts, and Dr. Glenn has had in his work exactly the spirit of Horace Mann.

He may fairly be credited with being the father of the great common school revival in Georgia, the effects of which we are now beginning to feel in every line of school work in this state.

The common school fund has increased one-half million dollars since his first term of office. We have now a fixed tax-rate of two and one-tenth mills for common school education, and as the tax values of the state in-

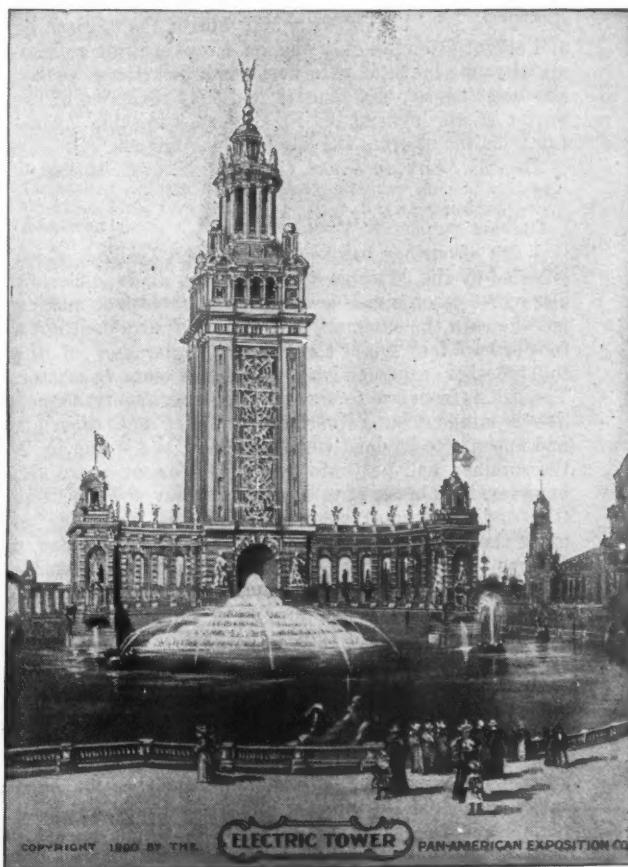
crease, we are destined to have a steady increase in the common school fund.

His term of service has been marked by a most remarkable epoch of school-house building. One county, for instance, six years ago did not have a single country school building weather-boarded and ceiled, and equipped with modern furniture. Now, every white school in the county, except one, is an ornament to its community, and the same story may be told of scores of other counties in Georgia. This school-house building is the voluntary work of the people in each community.

The teachers are now alive on the subject of school libraries, and thousands of these may be found all over the state. Almost every county in Georgia has in the office of the county school commissioner a pedagogical library numbering from ten to one hundred volumes. The teachers of the state have been forced by his examinations to buy and master, on an average, one professional book per year during his term of office. It is safe to say that the sale of professional books in Georgia has increased ten-fold in the last five years.

Permanent teachers' organizations are now common in the counties of Georgia, and seven or eight Chautauquas flourish year by year, whose lists of attractions cost from \$1,500 to \$2,500 per season.

This man has been a voice crying aloud in the waste places of Georgia, and his themes have been *The Worth of a Child*, *The Spirit of the Teacher*, *The Social and Commercial Worth of Intelligence*, *The Building of School-Houses*, *The Educational Value of Libraries*, *Manual Training*, *The Cost of Crime and its Cure*. The full results of his ministry of education are not to be recorded in this state fully for many years to come. He is no politician, and his popularity, like Horace Mann's, is not with the teachers or school officials so much as with the masses of the people—a fact that the machine politician in Georgia will do well to consider when the next Democratic convention convenes. Such is the man recently elected to the presidency of the National Association of Superintendents.



Letters.

Another View of Spelling Reform.

The failure of the superintendents to adopt "simplified spelling" at the recent meeting in Chicago may be explained in different ways, but there is one aspect of the question which seems to have escaped the notice of commentators on this momentous (?) fact.

The point, but briefly and bluntly, is that some of our ardent reformers seem to forget who and what they are. They seem to forget that they are not endowed with legislative functions, or in other words that they are employed to teach facts as they actually are and not as they would like to have them. Our system of weights and measures is unscientific and illogical, for instance, but we have no right to teach the youth of the land that ten feet make a yard, or that ten ounces make a pound, however great the gain in our opinion would be in the direction of "simplicity and reform." Our grammar, too, is full of absurdities, but no man would think of teaching that *thinked* was the past tense of think, for example, however much we might believe that such teaching would "simplify and reform" the English language. Our pronunciation, too, is absurd and unscientific, but excepting a few unfortunate school-marks of limited culture, no one teaches the child to say, for example, "*nate-your*" and "*literat-oor*," etc. And yet the above cited examples are fully as illogical, absurd, and unscientific as our spelling. It is doubtless irksome and shocking to have to teach these things to children, but it is clearly a case of *ultra vires* as lawyers say, for us to undertake to do anything else, or, to use another convenient legal phrase, it is "not within the scope of our employment."

A motion to memorialize Congress to take steps looking toward joint action with similar bodies representing the some two hundred million people speaking and writing English thruout the world, would probably have been carried in that famous pedagogical conclave. And no one would have been better pleased than those true reformers who behold with holy horror the headstrong and pitiful attempts of some *soi-disant* spelling reformers who take the bull by the horns and spell *thought* as *thot*, and *sought* as *sot*, etc. One is irresistibly reminded of the prayer of the cynical old Frenchman who said, "Good Lord, deliver us from the hands of our friends."

The Phil Sheridan School, Chicago. E. L. C. MORSE.

Self-Burying Fish.

A fish of curious habits exists in New Zealand, which is called by the Maories the *kakawai*. It is generally discovered when a man is digging out rabbits or making post-holes in the summer-time, and it lies at a depth of a foot or two feet under the soil. The character of the soil, whether sandy or loamy, does not seem to matter. The fish is from two to three inches long, silvery, shaped like a minnow, but rather more slender and tapering, and appears to be dead when exhumed, and if dug up in the summer, and put into water, it dies at once. If, however, it is brought to daylight in May or early June (the end of autumn), when the rains are beginning to make the soil thoroly wet, and put into a tub of water, a curious thing happens. After a day or two it casts its skin, which sinks to the bottom, and the fish plays about, bright and lively. When dug up in summer, there appears to be a growth of skin, or perhaps of a dry, gummy exudation, which seals up the head and gills. Apparently this enables it to æstivate thru the dry weather, and seals the fish as an Indian fakir is sealed up before he goes in for a long fasting burial. Of course, in winter there must be marshy spots or pools in which the fish can swim and propagate, but often all evidence of such tation disappears in summer, and the hot, dry, waterless plain seems the last place on earth in which to find a fish.

A Brook's Complaint.

By CHARLES WARREN HAWKINS.

One day, tired with summer climbing,
On the hillside straight before me
Saw I in a gentle hollow
That which promised rest and comfort;
For the well-worn rocks and pebbles,
Showing action of the water,
Seemed to indicate most truly
That a brook should have its course there.
But approaching, eager hearted,
Listening for the gentle murmur
Which a brook forever pours forth,
Wooping in most charming accents
All its weary, longing lovers,
I was sadly disappointed,
For no greeting met my hearing,
And on drawing nearer to it,
There were only rocks and dryness,—
There was only left the hollow
Where the streamlet once lay nestled.
No refreshment now. No greenness
Of the vegetation, tracing
By its clear distinction
All the windings that the brook made.

Then I sat me down and pondered,
Feeling double disappointment;
For a brook can charm a spirit
Just as well as cheer the body.
And as silence crept around me,
Something seemed to stand before me,
With a sad, dejected visage.

Thus began this apparition:—
"I am here to tell my story,
I was once a cheerful streamlet
Coursing thru this barren hollow
Blessing plant and tree and mammal,
Cheering all that came or dwelt here.
How the trees sent forth their branches,
When with cool refreshing waters
Bathing every branching rootlet
I repaid their loving watch-care!
How the birds sang in those tree tops—
Made all Nature glad to hear them!
While, with heart o'erfilled with music,
Joyfully I joined their chorus.
How I laughed to see this gladness;
Laughed, and danced, and whirled, and chattered,
As with consciousness of good done,
On my way I coursed this hollow!

Then an evil day befell me,
For the woodman's sounding ax-blows
Crashed among my mute defenders,
Laid them low—those haughty nobles—
Laid them low and showed no mercy.
Soon the sun glared down upon me,
Parched my springs and drank my life blood;
Till my fainting body vanished—
Left me here to haunt these regions
With my discontented spirit.

"Go back! lover of the streamlet,
Teach the men and teach the children:
Plant the trees and spare the forest,
That the sun's devouring passion
Steal not from the soil its moisture,
Steal not from the streams their bodies,
Bringing drouth and desolation."

And I'm here to tell the story,
Asking you to give it heeding.
Arbor day is fitting time to
Lay this brook's complaint before you.

THE SCHOOL JOURNAL

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Aspects of Grammar School Training.

(Continued from page 425.)

unfit for a number of the elective courses which would otherwise be open to him. Then, if roused at last to an interest in work, he will "feel the weight" of the "chance desires" which led him blindly away from what was to be his goal. Suppose he loves literature, but not language, and in the complacency of youth sets out to be a specialist in literature with "no use," as he says, for the ancient classics: the higher he rises in his specialty, the more keenly he will feel the want of the Greek and Latin which he might have mastered once so much more readily than he can master them now. Or, not to mention Greek and Latin, suppose he loves to write, but not to study grammar: he may be clever and may acquire skill in writing; but the greater his success, the deeper will be his regret, if he comes to write of difficult subjects, that he threw away the opportunity of early grammatical training.

The early studies, I repeat, should be the studies that are at the root of all. These are the right studies for boys whose book-learning stops with the grammar school; they are equally right for boys who will in time be doctors of philosophy. In the hands of a good teacher they are interesting, with no strain on truth; first, because to an awakened mind every study has its charm; and, next, because thru them a good teacher may train a boy to the enjoyment of vigorous work.

I am talking of intellectual work. Sewing for girls and carving for boys are first-rate things and may well be taught in public institutions; but they should not in an American grammar school crowd out intellectual opportunity. As to the hundred petty and interesting things with which we are tempted to decorate school programs, let us remember that "the foundation must be stronger than the superstructure." "Fine stockings, fine shoes, fine yellow hair," and a "double ruffle round her neck" did not make up in Ducky Dilver's lamented wife for the want of a petticoat; and it is even so with frills in education. Without the essential garments of the mind the frills may become a mockery.

*** Men look at any system of education, and are dissatisfied because no system does for everybody what education should do. They would gather grapes from thorns and figs from thistles. They forget that even the best seed may fall on stony ground or be eaten by the fowls of the air. They forget that no schoolmaster and no school system can make over a boy's ancestors, or banish his temptations, or give eyes to the blind; and they have their visions, their theories, their panaceas; and people rush after their panaceas as people rush after other panaceas, to find that the panacea comes and goes, while the disease abides; and the steadfast old teacher almost loses heart, like the steadfast old physician who sees people stake their money and their lives on a new patent medicine, on irrational healers of all sorts, on people who prescribe from examining locks of hair or from looking at the stars; but by and by he says to himself: "This, too, shall pass. Of the new teachers the dishonest will soon reveal themselves; and from the honestly mistaken some good may come. I will stand by a few things that I know. I know that it is better to concentrate the mind than to dissipate it, to train it than to pamper it. I know that there is no courage and no intellectual joy like the courage and the joy of that effort which ends in mastery. New systems may come and go. I will take with gratitude whatever in any one of them adds beauty, interest, helpful variety, cultivating influence, any kind of strength or glory, to a task as perplexing as it is noble; yet not for one moment shall I forget that sound training comes before varied accomplishment; that there is no strength and no glory like that of duty steadily and bravely done."

Languor and weakness, due to the depleted condition of the blood, are overcome by Hood's Sarsaparilla, the great vitalizer.

Summer School Announcements.

- Columbia university, New York, N. Y., July 8-Aug. 16.
 New York university, summer courses, July 8-Aug. 16. Address Marshall S. Brown, University Heights, New York city.
 Art Students' League, of New York, 215 West 57th street. Summer school, June 1-Oct. 1. Wm. St. John Harper, managing director.
 New York state department of public instruction, summer institute, Chautauqua, July 8-26, P. M. Hull, conductor; Thousand Island Park, July 8-26, C. A. Shaver, conductor.
 Biological Laboratory of the Brooklyn Institute of Arts and Sciences, Cold Spring Harbor, Long Island, N. Y., July 3-Aug. 24. Address F. W. Hooper, 502 Fulton street, Brooklyn, N. Y., or C. B. Davenport, University of Chicago, Chicago, Ill.
 Public Industrial Art School, Philadelphia, summer session at Saranac Lake, N. Y. Address J. Liberty Tadd, 319 N. 32nd street, Philadelphia, Pa.
 Cornell university, summer school, Ithaca, N. Y., July 5-Aug. 16.
 The New England Conservatory of Music, Boston, July 9-July 26.
 American Institute of Normal Methods, summer schools: Conservatory of Music, Boston; Northwestern university, July 9-26. President, Edgar O. Silver, 29 E. 19th St., N. Y.
 Harvard university, Summer School of Arts and Sciences, Cambridge, Mass., July 5-Aug. 15. J. L. Love, clerk.
 Martha's Vineyard summer institute, Cottage City, Mass., July 9, terms of four and five weeks. W. A. Mowry, Hyde Park, Mass., president.
 Dartmouth college summer school, July 5-Aug. 3. T. W. D. Worthen, director.
 Yale University Summer School of Forestry, Milford, Pa. Address Prof. H. S. Graves, New Haven, Conn.
 Amherst College Library, Summer School of Library Economy, Amherst, Mass., July 15-Aug. 16. W. I. Fletcher, librarian.
 Massachusetts State normal school, Hyannis, Mass., July 9, W. A. Baldwin, principal.
 Fryeburg, Me., school of methods, July 16-29. Address Rev. E. H. Abbott, Fryeburg, Me.
 University of North Carolina, June 17-July 6.
 Asheville, N. C., summer school and conservatory, July 5-Aug. 24. Geo. L. Hackney, secretary.
 Virginia Summer School of Methods, Staunton, Va., July 1-July 26. E. C. Glass, conductor, Lynchburg, Va.
 Mount Union college, Alliance, O., June 25-Aug. 9. J. L. Shunk, secretary.
 Otterbein university, Westerville, O., June 18-July 30. T. J. Sanders, president.
 Wooster university, summer school, Wooster, O., June 18-Aug. 9. John Howard Dickason, Nelson Sauvain, principals.
 University of Michigan, summer session, Ann Arbor, June 24-Aug. 9. Address E. H. Mensel, Ann Arbor, Mich.
 Ferris' summer school, Big Rapids, Mich., May 20-Aug. 3.
 Benton Harbor college, Summer Session, Benton Harbor, Mich., May 27-Aug. 6. Prin. G. J. Edgcombe.
 Grand Rapids kindergarten association, Grand Rapids, Mich., July 5-August 30. Address Clara Wheeler, 23 Fountain street, Grand Rapids, Mich.
 Valparaiso college and Northern Indiana normal college, Valparaiso, Ind., June 11-Aug. 8. H. B. Brown, president.
 American Book Company, summer school of methods, Chicago, July 17-Aug. 2.
 Armour Institute of Technology, Chicago, Ill., June 2-August 2. Address dean of the Technical College.
 Illinois Medical College, summer school, Chicago, Ill. H. H. Brown, M. D. Sec.
 Northwestern University Women's Medical School, Chicago, Ill., July 2. Send for catalog "W."
 Longwood summer school, Longwood, Chicago, Ill., August 5-August 23. Address 9333 Prospect ave., Longwood, Chicago.
 National summer school, Chicago, Ill., July 8-20. Write Ginn & Co., 378 Wabash ave., Chicago.
 Northern Illinois state normal school, summer session, De Kalb, June 24-July 26.
 Illinois State Normal University, Normal, Ill., summer session, June 10-July 19.
 Northern Illinois State normal school, De Kalb, Ill., June 24-July 26.
 Northwestern university, Evanston, Ill., July 9-July 26.
 Galesburg, Ill., Kindergarten normal school, summer session, June 3-28. Adda R. Robertson, secretary.
 Yellowstone Park, summer school. Address Mrs. J. M. Turner, Burlington, Wis.
 State university of Iowa, Iowa City, summer session, June 17-July 27. Address dean of summer session, Iowa City.
 Kansas state normal, summer session, Emporia, June 6-August 7. Address Pres. A. R. Taylor, Emporia, Kas.
 Ott summer school of oratory, Des Moines, Ia. Address E. A. Ott.
 Campbell university, Holton, Kas., summer Latin school. Write D. H. Strong, principal.
 Drake university, Des Moines, Ia., summer Latin school. Write Chas. O. Denny.
 Dakota university, summer school and institute, Mitchell, S. D., June 19-July 23. Address W. I. Graham, Mitchell, S. D.

Educational Outlook.

Education of Girls.

BOSTON.—The Woman's Educational Society recently presented two very notable addresses to the public. Supt. Thomas M. Balliet, of Springfield, discussed "Industrial and Scientific Training for Girls." He said that formerly the home gave girls good industrial training and skill in the use of the hands, while the school merely supplemented that training. Now, the girl must look to the school for both sorts of training. Very soon, schools must teach both boys and girls all sorts of trades because they need them to get a living. With girls, this should begin in the elementary schools and continue to the end of the high school; and it must include sewing, house-keeping, and cooking. Clearly, all these should be intensely practical. Near the close, in the high school, cooking should have included some of the theory.

The high school courses for girls should be particularly scientific. Certain parts of chemistry, physics, biology, and physiology are specially important as directing in the performance of life's general duties. Along with these, there should be a good knowledge of business papers. There should also be a special school organized and established for those girls who must earn their own living, and it should have a course of four years, covering the last two years of the grammar school, and going two years beyond. Its primary feature should be its industrial studies, and there should be materially less academic teaching than in the high school.

Dr. James H. Canfield, librarian of Columbia university, formerly president of Ohio state university, the second speaker, treated "The Higher Education of Women." He considered education as growth, and its purpose is to fit for all life. Formerly, higher education aimed wholly at the professions, though of late, it has become far more general. For this reason, the courses of study, prepared for men, and only slightly changed for women, if at all, tended to carry women graduates into the professions. This is largely the cause of the unrest of women, especially in those highly educated. Women's education to fit them for life cannot be the same as that of men; it should be along different lines.

Dr. Canfield spoke sharply against the idea of scandal arising because of co-education in universities, and he emphasized its groundlessness by the history of three such institutions in which there has not been a single case in twenty-five years. But the education of women along the same lines as men leads them to think that the affairs of the home involve little or no thought, and so they seek other spheres of activity. This drift should all be changed by giving an education in our colleges which will not induce them to take up the affairs of men, which results so disastrously thru breaking down men's wages, but should lead them into a field all their own. So he would have all colleges for women give full courses in matters pertaining to home life.

Michigan Schoolmasters' Club.

The thirty-sixth meeting of the Michigan Schoolmasters' Club was held at Ann Arbor, March 29 and 30. Prin. James H. Harris, of Orchard Lake, who has been recently appointed to a principalship, in the Philippines, presided.

The Friday morning program contained three leading addresses:—"Some Evidences of an Education," by Dr. Albert Leonard, president Michigan System of normal school; "The Obligations and Opportunities of Secondary Teachers," by Dr. James B. Angell, University of Michigan; "The Obligations and Limitations of the High School," by Pres. Charles F. Thwing, Western Reserve university.

Dr. Leonard said in part: "When a man arrives at a certain stage of ripeness and power we call him educated. True education has little in common with the popular conception of education as a process whereby the young are fashioned into money-earning machines. Whether the machine is called an artisan, a merchant, a lawyer, a physician, a teacher, is of minor importance. The test of the value of learning is its effect upon the life, and he whose nature has not been enriched and expanded by coming into contact with the highest results of the life of the past, has missed the supreme purpose of the whole educational process.

"In spite of the fact that the word culture is often received with an easy sneer even in certain academic circles, there is on better term to designate the chief knowledge of the whole educational process than the word which Matthew Arnold has defined for all time as the pursuit of our total perfection by means of getting to know, on all the matters that concern us, the best which has been thought and said in the world.

"Education is openness and flexibility of mind, justness of view, candor, reasonableness and freedom from prejudice; and the man lacking in these qualities lacks the chief evidences of an education. By the common consent of the educated world, the best education has been denominated liberal because it frees the mind from narrowness and prejudice, and because only a free and enlightened mind can comprehend the significance of life or enter with the right disposition into the work of life. Graduation from college and education are far from

being synonymous terms. Unless the college has brought a new and powerful influence into a man's life, has elevated his ideals, has given him richer relationships, his student days have been poor indeed. Openness of mind, breadth of view, a willingness to admit other views and other standards are the prime characteristics of a man of real education. To think clear, feel deep, and bear fruit well—this is to be educated."

SECONDARY EDUCATION.

President Angell opened his address by alluding to his early training in the New England academy. He called attention to the fact that the idea of the old academy principal was not merely to make a citizen out of his pupil, but to make a man of every boy in school. The graduate of the academy in consequence was impressed morally and religiously. He spoke in a tone of regret of the legal restraints which have been placed on religious training.

"It is true that religion and ethics are so blended that it is impossible to draw the line of delineation, and when the teacher is shut out from religious teaching he sometimes feels shut out from moral training as well. The teacher must train more than the intellect. Every decent school is a moral power. Courtesy, cleanliness, obedience, and duty are among the things that should be taught. A very large proportion," he said, "of the things I have had to do were things I did not want to do. Life is not made up of sugar plums—snaps as we say in college. We have to struggle and we must succeed or go under.

"I regard truth-telling as the cardinal virtue in character. I will not despair of a student with any vice whatsoever if only he will tell the truth. When you have veracity you have a foundation."

President Thwing's address was along much the same lines as the preceding speaker's. Education is not education unless ideals are high and life as a vital thing is taken into consideration. The chief end of a high school is to teach pupils to think. In the primary schools facts are the important consideration; but in the higher schools the relations of facts become more important than facts themselves. President Thwing named six things that it was the duty of the high school to teach: health, property, work, minor graces, major virtues, books, and men.

Friday afternoon and Saturday forenoon were devoted to section work. Conferences were as follows:—classical, German, French, historical mathematical, physiological, physics, English, and biological. The last met in joint session with the Michigan Academy of Science.

Friday evening was given to a lecture on the use of the stereopticon in the high school by Prin. George R. Swain, of Bay City high school.

It was decided in the business session to change the general fall meeting of the Schoolmasters' Club to a Principals' Round Table.

Officers were elected as follows:—Pres., Prin. A. J. Volland, Grand Rapids; Vice-pres., Prof. Julia A. King, Ypsilanti; Sec., Supt. H. M. Slauson, Ann Arbor; Treas., Prin. Ralph S. Garwood, Marshall; Executive Committee, C. F. Adams, Detroit, and R. B. Way, Saginaw.

Items From Pennsylvania.

The teachers of Logan township, Blair county, held their last monthly institute on Saturday, April 13. The discussions were of an interesting character. The progress of schools in general, the benefit of local institutes, and what to do during vacation were fully considered by teachers and directors. Ex-Supt. J. H. Cessera, of Altoona, read a well-prepared paper on "The Influence of Women," in which he drew comparisons between the characteristics of the sexes, dwelling on the qualities and graces which enable women to exert a powerful influence in all the departments of usefulness. He presented numerous examples to show the quiet influence of the mother in the formation of character in her children, and drew the conclusion that as a rule great men have had good mothers.

LANCASTER, PA.—Stehman Harrison Brubaker, a school-boy, of Manor township, near this city, has a remarkable record for regular attendance. He began his school life Aug. 21, 1893, and since then has never been absent or tardy.

Chester Teachers' Institute.

CHESTER, PA.—The exercises arranged by Supt. A. D. Yocum, of Chester, brought out nearly 150 teachers of the county, April 5. The program had some excellent numbers. A speaker who made a very good impression was Miss Jessie H. Bancroft, director of physical training in the schools of Brooklyn. Miss Bancroft showed how physical education can be used in the schools partially to supply bodily needs, to correct bodily defects and to secure the necessary training of the will for its control over the body. The educational value of obedience to sharp, quick commands was emphasized.

Hon. Henry Houck, deputy superintendent of public instruction, gave a quaint, conversational address, full of anecdote and reminiscence. He specially commended the teacher who will never accept from a pupil a piece of work unless she is certain that it is the best he can give. The teacher should adopt for herself the rule, "Be careful to be careful."

In and Around New York City.

On the eve of the 20th next, a reunion of the former pupils of Mr. Geo. White, principal of grammar school No. 70, of this city, will be held at Hotel Savoy. A very enjoyable time is expected, as Mr. White is a great favorite with his former pupils. The reunion is a regular yearly occurrence. On the evening of Thursday, April 25, Mr. White will deliver a lecture in Lenox Lyceum, 59th st. and Madison ave., subject, "The Educational Aftermath." An admission fee of 50c., \$1.00 and \$1.50 will be charged. Anyone attending will certainly be well repaid.

The installation of Miss Laura D. Gill, of Barnard college, will take place Wednesday afternoon, May 1. The exercises will consist of a prayer by Bishop Potter; addresses on behalf, respectively, of the trustees of the college by Abram S. Hewitt, of Columbia university, by President Low; of the faculty of the college by Acting Dean Robinson; of the alumnae by Miss Virginia C. Gildersleeve, and of the students of the college by Miss Florence L. Sanville.

The Seymour Carnegie-library bill passed the senate at Albany by a unanimous vote, April 9. The same day a similar enabling bill was introduced into the Assembly by Mr. Griffith.

An interesting lecture on "Commercial High Schools" was delivered by Pres. Miles M. O'Brien, of the board of education, at the Teachers college, April 10. Mr. O'Brien predicted that the new business high school, of New York, will become one of the best known institutions in the city.

Lectures Successful in Brooklyn.

The first season of free public lectures in Brooklyn came to a close April 13. The outcome of the experiment has more than justified all that was predicted. The audiences in the three months of the season aggregated 112,444, of whom 58,424 were men, 54,020 women. The cost was about \$6,000, making the expense per attendant about 5 cents. Associate Supt. Shallow, who is in charge of the lectures, is very enthusiastic about them and expects to see a great expansion of the system next year. The new season will begin Oct. 1.

Supt. Payne on School Exhibits.

The council of Nassau county school principals met at the Jamaica, L. I., normal school, April 13. One of the best papers presented was that of Prin. Frank O. Payne on "The Use and Abuse of School Exhibits." Mr. Payne said in substance:

There are two kinds of school exhibits, one devoted to displaying the pupil's entire work, the other offering only the best that has been done. There is something to be said in favor of

each kind. The usefulness of an exhibit should be considered in three connections: (1) to the pupil; (2) to the patrons of the school; (3) to the teacher.

To the pupil the exhibit of work stimulates exertion. To know that good work will be appreciated furnishes him an incentive to do good work all thru the year.

An exhibit is useful to the parent as showing wherein the child is strong and wherein he fails. It will also, if properly arranged, indicate something of the child's progress thru the year.

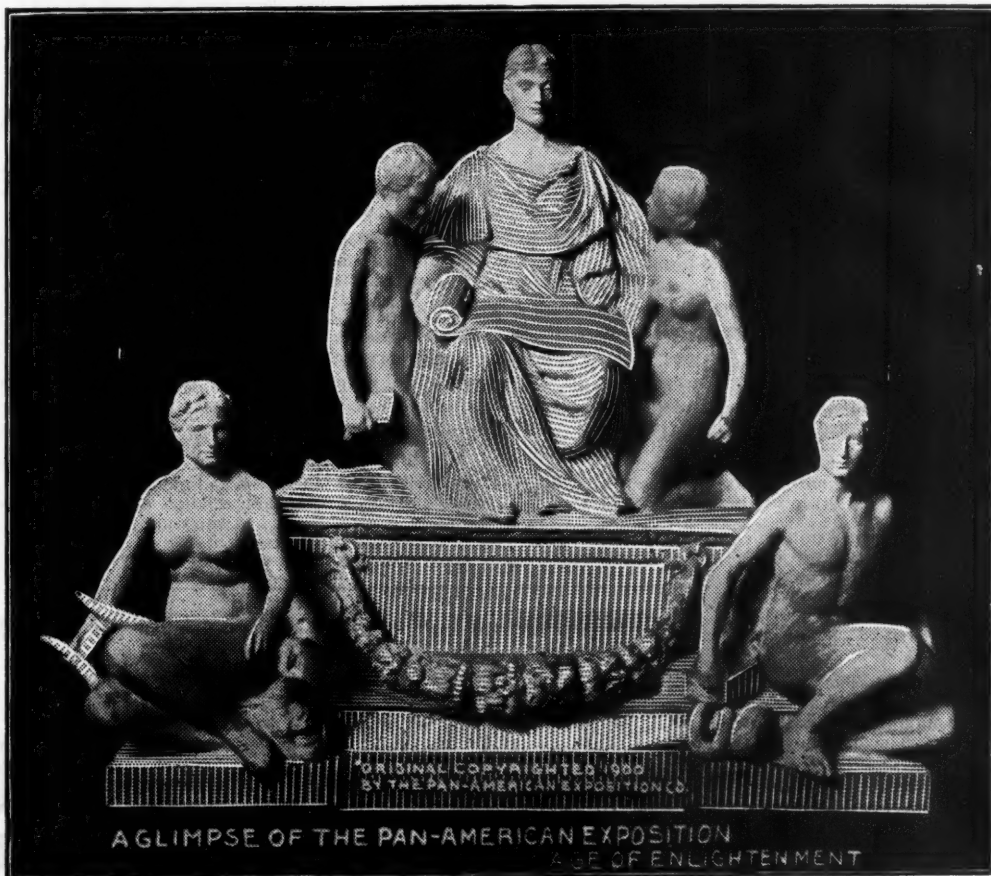
An honest exhibit is also of great benefit to the teacher. It encourages interchange of ideas and helps to keep one out of the ruts.

The great point about all exhibits is that they should be honest. It is fair enough to show only the best work, but that work should be characteristic of what is done from day to day, not work specially prepared for the occasion. One school in New York City spent three weeks of time allotted to geography last season in painting the maps of the continents upon rubber balls to be sent to the Exposition at Paris. The value of such expenditure of time may be questioned. Every exhibit ought to be so gathered together as to show something of the progress of each child exhibiting.

Delightful Vacation Tours.

Mr. Walter S. Goodenough, director of art instruction in the public schools of Brooklyn, has brought out the announcement of his vacation tours to Europe. There is no more intelligent art critic in the United States than Mr. Goodenough, and a tour with one of his parties means a liberal education in the fine arts. This year's itinerary for the main tour is a very delightful one—Antwerp, Brussels; up the Rhine, Switzerland; Milan, Florence, Rome, Naples, Ravenna, Venice; the Brenner Pass through the Alps, Munich and Heidelberg. Travel by night and on Sundays is avoided, and long journeys by rail. There is an extension tour which will leave Antwerp Aug. 7 for Paris, London, the Midlands of England, returning to the U. S. by way of Glasgow. These tours are planned to be as attractive as possible to teachers. Inquiries to be addressed to Walter S. Goodenough, 267a Lewis avenue, Brooklyn, N. Y.

A farmer at Foxon, Conn., brought charges against a school teacher because he—it was a man—was in the habit of playing "Duck on the Rock," "Button, Button" and other games with his pupils, out of class hours. The farmer submitted that it is prejudicial to good discipline and the teacher's dignity to engage in such games. The school board maintained that the point was not well taken and dismissed the charges with a word of commendation for the teacher.



New England Notes.

BOSTON, MASS.—The committee of education, in the state legislature, has reported a bill establishing the office of supervisor of the normal schools of the state, at a salary of \$3,500, with \$800 additional to be allowed for traveling expenses.

At the meeting of the school board, on March 26th, Mrs. Cora V. Enright was confirmed as a teacher in the Bunker Hill grammar school, the vote of the previous meeting against confirmation, because she is a married woman, being reconsidered. The board also voted to require each of the supervisors to have an office hour at the board rooms every day, except Saturdays.

The prize drill of the boys in the Latin school and the English high school, which has usually taken place near the end of May, was held this year before the spring vacation. The boys drilled in Mechanic's Hall, in three divisions, each division occupying a day. Col. Benyon, the military instructor, deserves high praise for the soldierly appearance presented by the various companies.

NEW HAVEN, CONN.—Miss Bush, superintendent of schools of East Lynn, gave an interesting talk before the Women's School Association, April 10. She made a plea for some kind of a school system in Connecticut; at present the most striking fact is that there is none. Each town does just as it chooses. There is too much local self-government. The supervision of schools is too often perfunctory.

BOSTON, MASS.—At the meeting of the school board on April 9, Mr. Charles C. Haynes was elected master of the Lewis school, to fill the vacancy caused by the death of William L. P. Boardman. Miss Ellen F. Duff was also chosen principal of the schools of cookery. Miss Duff has been head teacher of cookery for some time, and in that position she has performed the duties of principal. This new appointment gives her the salary due to the position. Mr. Charles H. Mendell, was elected special assistant in the Mechanic Arts high school, and Miss Mabel S. Moise teacher of physical training in the Dorchester high school. Mr. Augustus D. Small, sub-master of the Lawrence grammar school, was elected head master of the South Boston high school to be opened in September next. Mr. Small was formerly superintendent of schools at Salem.

NORTH ADAMS, MASS.—Mr. C. Q. Richmond has been appointed a member of the state board of education, to succeed Pres. Franklin Carter, of Williams college, who has resigned. Mr. Richmond has served for nine years on the school committee of his town, has always been deeply interested in education, and had a large part in securing the location of the state normal school at North Adams.

LYNN, MASS.—The school committee is considering the advisability of adopting a regulation against the employment of married women in the schools.

ANDOVER, MASS.—Dr. Bancroft, of Phillips academy, says that the gymnasium so long contemplated will be built this season; that Brother field has been fitted up; that a new dormitory to be named Bancroft Hall, is to be built, and that a gift, the amount of which, as well as the donor, is to be kept secret for the present, has been received. While this is less than \$250,000, it is the largest single gift which the academy has ever received and is sufficient to establish a department of archaeology, as already reported, provide it with \$40,000 worth of specimens, to erect a building, and to provide for some original investigations.

CAMBRIDGE, MASS.—Prof. Wm. W. Goodwin, head of the department of Greek, Harvard university, has tendered his resignation, to take effect at the end of the current year, because of old age and a desire to be relieved of the arduous duties belonging to the position. Prof. Goodwin was graduated from Harvard in 1851, and after studying at Bonn, Berlin, and Göttingen, he was appointed tutor at Harvard in 1856. In 1860 he was elected Eliot professor of Greek. He received the degree of LL. D. from Amherst, and also from Cambridge, England, in 1883. He is the author of several text-books, and of many contributions to literary and philological journals.

ATTLEBORO, MASS.—An exhibition of favrile art glass contributed by Mr. Louis C. Tiffany, of New York, was held at the high school, April 12. The affair was arranged by the supervisor of drawing and the teachers of the high school, and proved to be very successful.

NEW HAVEN, CONN.—The contract for the new building for the Yale Medical school has been awarded to Messrs. Treat & Sperry, who have already built about thirty buildings for the university. The building is to cost \$96,000.

CAMBRIDGE, MASS.—Harvard university has purchased a tract of land four hundred acres in area, at Squam Lake, N. H., to be used for summer

courses in civil engineering. All students in civil engineering will be required to take these courses in surveying and railroading; while others who are purposing the study of engineering may take the courses if they wish. The land is suited to all classes of practical work.

A camp will be constructed, and the work will begin about June 15, to last some two months.

WESTERLY, R. I.—The sum of \$50,000 has been appropriated for a high school building. Loring and Phipps, of Boston, are the architects.

NEW HAVEN, CONN.—Yale university will ultimately become the possessor of a large legacy from the widow of the late Senator John R. McPherson, of Jersey City, N. J. The estate is valued at upwards of a half million and is left for the use of Mrs. McPherson's daughter, but at her death all except \$60,000 goes to Yale to assist poor students.

The Yale university summer school of forestry will be held at Milford, Pa., on the estate of Mr. James W. Pinchot. Much of the instruction will be suited to the needs of teachers who may wish to get a general knowledge of forestry. The school is open to women. Candidates are advised to make application before May 1, to Prof. Henry S. Graves, Yale forest school, New Haven, Conn.

NEW BRITAIN, CONN.—It is unofficially reported that the principalship of the Yonkers, N. Y., high school has been tendered to Prin. Benedict, of the New Britain high school.

EXETER, N. H.—Prof. Arthur G. Leacock, lately elected professor of Greek in Phillips Exeter academy, has a Greek grammar about ready for publication.

TILTON.—Mr. Ira E. Chase, of Haverhill, Mass., has just given the New Hampshire Conference seminary and Female college, of this town, nine tracts of real estate in Haverhill and one in Newton, N. H., the income of the property to be added to the endowment. This seminary has largely increased its funds of late, and this will be an additional help to the school.

New Superintendents in Maine.

Mr. Oscar R. Sturtevant has been appointed superintendent of schools at Cumberland, Rev. J. D. O. Powers at Kennebunk, L. O. Sanborn at Randolph, and Lee Stevens at Chelsea. At Ellsworth, Mr. W. H. Dresser hereafter gives his entire time to the high school, and Mr. George B. Stewart becomes superintendent.

More Massachusetts Items.

QUINCY.—The School Committee has appointed Miss Elizabeth B. Thomas as a teacher in the Gridley Bryant school. Miss Elizabeth Southern, teacher of French in the high school, has been granted leave of absence to visit Paris. Miss Sarah G. Edwards has resigned her position in the Quincy school.

LYNN.—Miss Agnes T. Maroney has been elected teacher of sciences in the English high school, to succeed Miss McIver, who resigned.

BYFIELD.—A large four-room school-house was dedicated by appropriate public exercises, on March 23. It furnishes accommodations to one hundred sixty pupils.

AMHERST.—Prof. John R. S. Sterrett, head of the Greek department in Amherst college, who has been on the faculty since 1892, has been elected professor of Greek at Cornell university, the chair made vacant by the election of Professor Benjamin Ide Wheeler to the presidency of California university. He is the author of several books, and is one of the best Greek scholars in the country.

HAVERHILL.—The Woman's Literary Union tendered a reception to Miss Harriette O. Nelson, at Bradford academy, on the afternoon of March 23. About three hundred guests were present, and the event was one of the most notable of the season. Miss Nelson has been the president of the Literary Union for the past four years, and now declines to continue in the office. This mark of appreciation is of special interest to teachers, for Miss Nelson has won wide reputation in the profession, having been an assistant in the Haverhill high school for more than twenty years, as well as teacher in other places.

van Houten's Cocoa

combines Strength, Purity and Solubility. A breakfast-cupful of this delicious Cocoa costs less than one cent.

Sold at all grocery stores—order it next time.

NORTHAMPTON.—Prin. Edwin C. Howard, of the high and graded school, New Hartford, Conn., has been elected principal of the Center grammar school. Mr. Howard was graduated at Boston university in 1893, and he has been engaged in teaching ever since.

Corporation Counsel A. J. Bailey has prepared two bills for the committee on metropolitan affairs of the Massachusetts legislature, which virtually take away from the school committee all its powers of construction and care of school-houses. The first bill provides that a permanent commission of three shall be appointed by the mayor without confirmation by the board of aldermen. The chairman is to receive \$3,500 annually and the other commissioners \$3,000 each. This commission is to have power to select sites, lay out yards, and erect buildings. There is provision of an appropriation of \$1,000,000 for the present year, and the same amount for each year for four years following.

The second bill makes allowance for a school appropriation on the basis of \$3.40 per \$1,000 valuation.

Interesting Notes from Everywhere.

The publication of the material for the illustration of the work accomplished by the American expedition to Assos, in 1881-3, has been long delayed. The material is now in condition to be published, and if a sufficient number of subscribers can be obtained for the work, its issue will be begun at once. It will consist of the plans, drawings and photographs of the site of the city and of the buildings investigated, and will give all those details and measurements which may be of service to students of ancient art. Inquiries may be addressed to W. F. Harris, 81 Mercer Circle, Cambridge, Mass.

ROCHESTER, N. Y.—The East Side high school will be located on Alexander street, between Main street and University avenue. Sufficient land has been obtained to assure the erection of the building.

ST. LOUIS, MO.—The St. Louis court of appeals, in the case of E. F. Haycraft, an eleven-year-old schoolboy, vs. his teacher, Miss Dollie Grigsby, and two school directors, James Thomas and Ollie Weller, all of Audrain county, has handed down the opinion that the less corporal punishment the better in schools, homes, prisons, and wherever punishment is inflicted. The opinion states that there is an indication that the boy was maltreated and subjected to unnecessary harshness, the entire affair "smacking of Botheboy's Hall."

ATLANTA, GA.—Gov. Candler has made a hurried trip over to New York to borrow \$200,000 in the name of the state for payment of teachers' salaries. This he is permitted to do

under the constitution. Back of the trouble is a controversy regarding the right of the state officials to use temporarily the public property fund of \$432,000. The matter has to be tested in the courts. Meantime there is only \$96,000 available for paying the teachers.

About one hundred members attended the seventh annual meeting of the Michigan Academy of Science, held at Ann Arbor, March 28-30. The papers presented before the general sessions were, "Nature Study," Prof. Charles E. Barr, Albion college; "The Place of Physics in a Liberal Education," Prof. Henry S. Carhart, University of Michigan; "The Haunts and Habits of Wild Birds," Prof. F. H. Herrick, Cleveland, Ohio; "An Archaeological Survey of Michigan," Harlan I. Smith, New York city; "Recent Work of the State Geological Survey," Dr. A. C. Lane, Lansing, Mich.; "The Proposed Topographic Maps of Michigan," Dr. Israel C. Russell, University of Michigan; "How Shall a Young Person Study Botany?" Dr. Wm. J. Beal, State Agricultural college. Section meetings were held in botany, zoology, sanitary science, and agriculture.

Action was taken looking toward an amalgamation of all the scientific associations of the state and Union with the Schoolmasters' Club. A delegate and an alternate are to be appointed from each society to a conference to consider the matter. The organizations suggested are "The Academy of Science," the physical chemical, and biological sections of the Schoolmasters' Club, The State Chemical society, The State Horticultural society, The Archaeological Society of Detroit, The State Engineering society and any others that would come into the same class. The report will come up at the next meeting. The officers elected were as follows:—Pres., Dr. Victor C. Vaughn, Ann Arbor; Sec., Prof. J. B. Pollock; Treas., Prof. W. H. Munson, Hillsdale college; Vice-presidents, Zoology, Hubert L. Clark, Olivet college; Botany, C. F. Wheeler, Agricultural college; Sanitary Science, Hon. Frank Wells, Lansing; Agriculture, Prof. L. G. Jeffry, Agricultural college.

Recent Deaths.

PRINCETON, N. J.—Dr. John Thomas Duffield, senior member of the faculty of Princeton university and professor emeritus of mathematics, died from heart failure, April 11. Dr. Duffield was born at Connellsburg, Pa., in 1823, and was graduated from the College of New Jersey, now Princeton university, in the class of 1841, one of the most remarkable ever graduated from Princeton.

FITCHBURG.—Miss Abbie E. Conn died from paralysis, on March 28. She was studying osteopathy, in Boston, in the fall, and was taken sick there. She was a teacher in Fitchburg for many years, and later at different places in Vermont; and she was preceptress of a seminary at Fairfield, N. Y.

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Interesting Notes.

Death of a Famous Publisher.

George Murray Smith, the famous English publisher, died recently in London. Mr. Smith was a member of the firm of Smith, Elder & Co., and published some of the first editions of William Makepeace Thackeray. He founded the *Cornhill Magazine* in 1860.

He was born in 1824 and became manager of the business in 1844. His first publishing venture was with R. H. Horne's "Orion," and his second with Leigh Hunt's "Imagination and Fancy." His firm published "The Professor," by "Curer Bell" (Charlotte Bronte), and "Jane Eyre" and "Shirley," by the same author. In 1850 he published "The Kickleburs on the Rhine," by Thackeray, which was followed in 1852 by "The History of Henry Esmond."

In 1860 Mr. Smith made Thackeray editor of the *Cornhill Magazine*, and he wrote "Lovel, the Widower," for the magazine. "Framley Parsonage," by Anthony Trollope, and "Romola," by George Eliot, first saw the light in the *Cornhill*, which was supplied by such authors as Alfred Tennyson, George Augustus Sala, Mrs. Gaskell, Herman Merivale, John Ruskin, Laurence Oliphant, Miss Thackeray, Matthew Arnold, Mrs. Browning, Lord Lytton, Charles Lever, and Frederick Locker.

High Pressure Days.

Men and women alike have to work incessantly with brain and hand to hold their own nowadays. Never were the demands of business, the wants of the family, the requirements of society more numerous. The first effect of the praiseworthy effort to keep up with all these things is commonly seen in a weakened or debilitated condition of the nervous system, which results in dyspepsia, defective nutrition of both body and brain, and in extreme cases in complete nervous prostration. It is clearly seen that what is needed is what will sustain the system, give vigor and tone to the nerves, and keep the digestive and assimilative functions healthy and active. From personal knowledge, we can recommend Hood's Sarsaparilla for this purpose. It acts on all the vital organs, builds up the whole system, and fits men and women for these high-pressure days.

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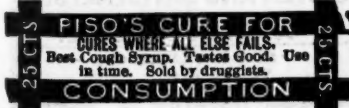
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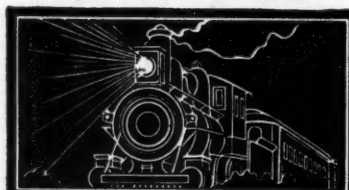
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